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Aceh's Specialties In The Field Of Education

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Abstract

One of the privileges given by the Central Government to Aceh is the privileges of implementation in the field of education as stated in Law Number 44 of 1999 which was later also strengthened in Law Number 11 of 2006. As an illustration of the implementation of Aceh's privileges, several implementing provisions have been issued which are outlined in. Qanun Aceh Number Qanun Aceh Number 11 of 2014 concerning the Implementation of Education, which was later changed to Qanun Aceh Number 9 of 2015. The initial stage of implementing Aceh's privileges was also issued by the Qanun of Nanggroe Aceh Darussalam Province Number 3 of 2006 concerning the Organizational Structure and Work Procedures of the Regional Education Assembly of Nanggroe Aceh Darussalam Province, In its development the Regional Education Assembly of Nanggroe Aceh Darussalam Province was referred to by the Name of the Aceh Education Council in Aceh Governor Regulation Number 29 of 2009 concerning the Tertip Of The Grand Deliberation of the Aceh Education Council. The term or name of the Aceh Provincial Education Council which was previously abbreviated as MPD changed its name to the Aceh Education Council (MPA), this name was changed using the Pergub which should also be done with the change or change of Qanun Aceh, until now the qanun draft already exists and has not been ratified. Furthermore, in 2018 Qanun Aceh Number 9 of 2018 was also issued concerning the Implementation of Dayah Education, and previously in Aceh Qanun Aceh Number 7 of 2012 concerning the Aceh Human Resources Development Endowment Fund. If further examined, Qanun Aceh's existence on education is a joint implementing regulation of the orders of Law No. 44 of 1999 and Law No. 11 of 2011, this can be seen from the rationale outlined in the consideration of Qanun Aceh Number 5 of 2008.

Keywords

Aceh, educations, Government, polici

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1. Pendahuluan

In 1999 after the reforms in Indonesia, precisely on October 4, 1999 Aceh regained recognition as a special region as stated in Law Number 44 of 1999 concerning the Implementation of Provincial Privileges of the Aceh Special Region, which was signed by the President of the Republic of Indonesia Bacharuddin Jusuf Habibie and poured in the State Gazette of the Republic of Indonesia of 1999 Number 172, Supplement to the State Gazette of the Republic of Indonesia Number 3893, which gives privileges to Aceh in the implementation of religious life, (2) the implementation of indigenous life, (3) the implementation of education, and (4) the role of scholars in determining regional policies.

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As a comparison of interesting things related to one of Aceh's privileges in the field of religion, in its implementation it is considered a failure, where UIN Rector Ar-Raniry mentioned the value of the Application of Islamic Sharia in Aceh Failed: Worse than ever, that the implementation of Islamic law in Aceh, since 2001 until now, it is believed that there are various problems, this condition causes its application to seem rudimentary.¹

Based on this at this time in 2022, more than 23 (twenty-three) years ago, especially after the implementation of Aceh as a special region, it is also a problem in the implementation of privileges in other fields, namely in the field of education, this is the focus of this writing, where the implementation of Aceh's privileges does not seem to have been seen as expected. Therefore, this paper will analyze and describe the special arrangements of Aceh in the field of education and its implementation.

Based on the background description above, problems can be identified, namely howto regulate and implement Aceh's privileges in the field of education.

2. Discussion

A. Aceh Privileges Arrangements in Education

In 1999 after the reforms in Indonesia, precisely on October 4, 1999 Aceh regained recognition as a special region as stated in Law Number 44 of 1999 concerning the Implementation of Provincial Privileges of the Aceh Special Region, which was signed by the President of the Republic of Indonesia Bacharuddin Jusuf Habibie and poured in the State Gazette of the Republic of Indonesia of 1999 Number 172, Supplement to the State Gazette of the Republic of Indonesia Number 3893, which gives privileges to Aceh in the implementation of religious life, (2) the implementation of indigenous life, (3) the implementation of education, and (4) the role of scholars in determining regional policies.

Previously also recognized the existence of Aceh status as a Special Region of Aceh on May 26, 1959, the full designation of the Aceh Special Region Province in the Decree of the Prime Minister of the Republic of Indonesia Number 1 / Mission / 1959 signed by Mr. Hardi as Deputy Prime Minister I / Chairman of the Government Mission to Aceh on May 26, 1959, This decision gives privileges to Aceh in three areas, Religion, Education and Customs, which in their implementation cannot be implemented optimally and in the midst of the enactment of Law No. 18 of 1965 concerning the Principles of Regional

¹ Artikel ini telah tayang di [SerambiNews.com](https://serambiNews.com) dengan judul Rektor UIN Ar-Raniry Nilai Penerapan Syariat Islam di Aceh Gagal: Lebih Parah dari yang Sudah-sudah, <https://aceh.tribunnews.com/2022/08/06/rektor-uin-ar-raniry-nilai-penerapan-syariat-islam-di-gagal-lebih-parah-dari-yang-sudah-sudah>.

Government, there has been a change in structure in the constitutional system of the Republic of Indonesia.

As a comparison of interesting things related to one of Aceh's privileges in the field of religion, in its implementation it is considered a failure, where UIN Rector Ar-Raniry mentioned the value of the Application of Islamic Sharia in Aceh Failed: Worse than ever, that the implementation of Islamic law in Aceh, since 2001 until now, it is believed that there are various problems, this condition causes its application to seem rudimentary.²

Based on this at this time in 2022, more than 23 (twenty-three) years ago, especially after the implementation of Aceh as a special region, it is also a problem in the implementation of privileges in other fields, namely in the field of education.

Based on Article 1 number 8 of Law Number 44 of 1999, it states that Privileges are special authorities to organize religious life, customs, education, and the role of scholars in determining regional policies. The Aceh Government Law states that the education system in Aceh is part of the national education system. Based on this, this privilege is a special authority for the province of Aceh in 4 (four) fields. This privilege authority is continued in Article 2, it is explained that regions are given the authority to develop and regulate their privileges. Paragraph (2) further explains the authority to develop and regulate the privileges owned, as referred to in paragraph (1) in the Districts and Cities further regulated by Regional Regulations. Referring to this article, Aceh has special authority to develop and regulate privileges that are also given to districts/cities regulated by Regional Regulations (qanun). The regional regulation here is intended as the Aceh Provincial Regulation (qanun Aceh) which explains related to the development and regulation of Aceh privileges in districts/cities including in the field of education.

Following up on these provisions in Aceh until 2008 has not been followed up, but over time the condition of Aceh, which is still in a state of conflict, has not changed much to Aceh's education, until the issuance of Law Number 11 of 2006 concerning the Government of Aceh, which had also previously been issued Law No. 18 of 2001, after Aceh was hit by a tsunami on December 26, 2004 which was considered one of the ways Allah SWT resolved the long-standing Aceh conflict.

In 2008, as an implementation of Law Number 44 of 1999 concerning the Implementation of Provincial Privileges of the Aceh Special Region, Law 20 of 2003 concerning the National Education System, and Law Number 11 of 2006 concerning the Government of Aceh, further arrangements were needed regarding the Implementation of Education in Aceh which later gave birth to Qanun Aceh Number 5 of 2008 concerning the Implementation of Education. In 2014 because it was considered that Qanun Aceh Number 5 of 2008 concerning the Implementation of Education has not been effective and has not fully become one of the instruments of educating students and accommodating community characteristics that are in accordance with the privileges, specificities, and culture of the Islamic Acehnese community so that it needs to be replaced, which gave birth to Qanun Aceh Number 11 of 2014 concerning the Implementation of Education, which was

² Artikel ini telah tayang di [SerambiNews.com](https://serambiNews.com) dengan judul Rektor UIN Ar-Raniry Nilai Penerapan Syariat Islam di Aceh Gagal: Lebih Parah dari yang Sudah-sudah, <https://aceh.tribunnews.com/2022/08/06/rektor-uin-ar-raniry-nilai-penerapan-syariat-islam-di-gagal-lebih-parah-dari-yang-sudah-sudah>.

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established on October 22, 2014 or 27 Dzulhijjah 1435H, which was later changed by Qanun Aceh Number 9 of 2015.

The initial stage of implementing Aceh's privileges was also issued by the Qanun of Nanggroe Aceh Darussalam Province Number 3 of 2006 concerning the Organizational Structure and Work Procedures of the Regional Education Council of Nanggroe Aceh Darussalam Province, mentioning that to implement the provisions of Article 8 of Law Number 44 of 1999 concerning the Implementation of Provincial Privileges of the Aceh Special Region and Law Number 18 of 2001 concerning the Special Economy for the Province of the Special Region of Aceh as a Province Nanggroe Aceh Darussalam, therefore, is viewed, it is necessary to establish the organizational structure and work procedures of the regional education assembly. In its development, the Regional Education Council of Nanggroe Aceh Darussalam Province is referred to by the name of the Aceh Education Council in Aceh Governor Regulation Number 29 of 2009 concerning the Tertip Procedure of the Aceh Education Council. The term or name of the Aceh Provincial Education Council which was previously abbreviated as MPD changed its name to the Aceh Education Council (MPA), this name was changed using the Pergub which should also be done with the change or change of Qanun Aceh, until now the qanun draft already exists and has not been ratified.³

Furthermore, in 2018 Qanun Aceh Number 9 of 2018 was also issued concerning the Implementation of Dayah Education, which is considered that Qanun Aceh Number 9 of 2015 concerning the Implementation of Education as amended by Qanun Aceh Number 9 of 2015 is considered not yet comprehensive in the implementation of dayah education in its own qanun. Previously in Aceh, Qanun Aceh Number 7 of 2012 concerning the Aceh Human Resources Development Endowment Fund was also issued.

In its development in line with the enactment of Law Number 23 of 2014 concerning Regional Government as amended several times recently by Law Number 9 of 2015 concerning the Second Amendment to Law Number 23 of 2015 concerning Regional Government, there was a change in the authority of Education Implementation, so that there was a change in the authority of Education Implementation as referred to in letter b, it is necessary to make changes to Qanun Aceh Number 11 of 2014 concerning the Implementation of Education, namely with Qanun Aceh Number 9 of 2015 concerning Changes to Qanun Aceh Number 11 of 2014 concerning the Implementation of Education.

If you look further at Qanun Aceh's existence on education, this is a joint implementing regulation of the order of Law No. 44 of 1999 and Law No. 11 of 2011, this can be seen from the rationale outlined in the consideration of Qanun Aceh Number 5 of 2008.

Pasal 1 number 12 Qanun Aceh Number 11 of 2014 concerning the Implementation of Education explained that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation and state. Furthermore, number 13 explains that the Implementation of Education is the implementation of the components of the education system in educational units or programs at the path, level, and type of education so that the educational process can take place in accordance with

³ <https://jdih.acehprov.go.id/dih/detail/8e82ef73-8060-480b-a647-5a22289231e>

the objectives of national education. The organizers of pendidikan are mentioned in number 14, namely the Education Providers are the Government, the Government of Aceh, the Regency/City Government and the community that organizes education on formal and non-formal education channels. Meanwhile, the regulation is explained in number 15, namely Education Management is the regulation of authority in the implementation of the national education system by the Government, Aceh Government, District/City Governments, education providers established by the community, and Education Units so that the education process can take place in accordance with national education goals.

B. The existence of Aceh's privileges in the field of education is connected with the concurrent authority of the central government

Talking about education is indeed a very broad aspect or can be seen in various aspects of life. In the life of a country, education plays a major role in ensuring the survival of the nation and state, because education is a vehicle to improve and develop the quality of human resources. For this reason, the regulation of citizens' rights to education regulated in the 1945 Constitution is a form of guarantee of legal certainty and a form of state recognition of the rights of its citizens which is regulated in various laws and regulations.

The concurrent authority in the implementation of decentralization requires the division of government affairs between the government and the autonomous regions. To realize a concurrent division of authority in a professional manner between the government, district and city areas, criteria are compiled that include: externalities, accountability, and efficiency by considering the harmony of the relationship between government affairs between levels of government.⁴

The affairs of the regional authority, include compulsory affairs and elective affairs. Compulsory government affairs are government affairs related to basic services such as basic education, health, meeting minimal living needs, basic environmental infrastructure. Meanwhile, elective government affairs are closely related to the superior potential and peculiarities of the region.

Ateng Syafrudin, elaborated with the proportional division of concurrent authority mentioned above using the criteria, namely:

1. The externality criterion is an approach in the division of government affairs by considering the impacts/consequences caused in the implementation of government affairs. If the impact is local, then the government affairs become the authority of the regency/city, if the regional becomes the authority of the province, and if the national becomes the authority of the government.
2. The accountability criterion is an approach in the division of government affairs with the consideration that the level of government that handles something part of the affairs is the level of government that is more direct/close to the impact/consequences of the affairs handled. Thus, accountability for the administration of this part of government affairs to the community will be more guaranteed.

⁴ Ateng Syafrudin, *Kapita Selekta Hakikat Otonomi & Desentralisasi Dalam Pembangunan Daerah*, Yogyakarta: Citra Media, 2006, hlm. 38. *Concurrent* artinya urusan pemerintahan yang penanganannya dalam bagian atau bidang tertentu dapat dilaksanakan bersama antara dan pemerintah dan pemerintah daerah.

3. The efficiency criterion is an approach in the division of government affairs taking into account the availability of resources (personnel, funds and equipment) to obtain the provisions, certainty and speed of results that must be achieved in the administration of the affairs section. This means that if a part of the affairs in its handling is ensured to be more effective and successfully carried out by the provincial blood and/or the regency/city area than if it is handled by the government, the affairs part is handed over to the provincial and district/city areas. On the other hand, if a part of the affairs will be more useful and successful if it is handled by the government, the business part will still be handled by the government. For this reason, the division of the affairs section must be adjusted to take into account the scope of the area of operation of the government affairs section. The size of the usability and usefulness is seen from the magnitude of the benefits felt by the community and the size of the risks that must be faced.

4. Meanwhile, what is meant by the harmony of relationships is that the management of government affairs that is carried out by different levels of government, is interconnected (interconnection), interdependent (interdependence) and supports each other as a unified system with regard to the scope of expediency".⁵

The division of government affairs as mentioned above is pursued through the mechanism of submission and or recognition of regional proposals to the part of government affairs that will be regulated and taken care of. The affairs section that is currently still the central authority with these criteria can be handed over to the regions. The task of assistance is basically the participation of a region or village including its community on the assignment or power of the government or local government to carry out government affairs in a certain field. The use of the principle of decentralization in the Unitary State of the Republic of Indonesia is shown by the division of regions

⁶ as stated in the 1945 Constitution the second amendment to Article 18 paragraphs (1) to (3) which reads:

(1) The Unitary State of the Republic of Indonesia is divided into provinces and the provinces are divided into regencies and cities, each province, regency and city has a local government regulated by law.

(2) The Provincial, District and Municipal Governments shall regulate and administer their own government affairs according to the principle of autonomy and auxiliary duties.

(3) The Provincial, District and Municipal Governments shall have a Regional House of Representatives whose members are elected by general election.

The division of regions in Indonesia is also known as the existence of special or special local government units and units of indigenous peoples which are the original Indonesian government arrangements which as long as they still exist as stipulated in Article 18B of the 1945 Constitution. This provision implies that in the regional structure, both provinces, regencies and cities, it is possible to have special or special regional governments, but the definition of special and special regions in the 1945 Constitution has no regulatory restrictions.

⁵ *Ibid.*, hlm. 39-40.

⁶ Dalam UUD 1945 sebelum diadakan amandemen pembagian daerah diatur dalam Pasal 18 yang menyatakan: "Pembagian daerah Indonesia atas daerah besar dan kecil dengan bentuk susunan pemerintahannya ditetapkan dengan UU, dengan memandang dan mengingat dasar permusyawaratan dalam sistem Pemerintahan Negara, dan hak-hak asal usul dalam daerah-daerah yang bersifat istimewa". Dalam UUD 1945 tersebut tidak menyatakan pembagian daerah dalam bentuk yang bagaimana dan dengan nama apa, sepenuhnya diserahkan kepada UU organiknya.

In addition to provincial areas, regencies/cities are also regulated by customary law community units as long as they still exist, the customary law community units have territories that regulate and manage their own households.⁷

The provisions of Articles 18 and 18B of the 1945 Constitution above hint that the local government system according to the 1945 Constitution places local governments as part of the Indonesian government system. This is due to the adoption of the form of a unitary state according to Article 1 paragraph (1) of the 1945 Constitution, meaning that the State of the Republic of Indonesia adheres to the form of a decentralized unitary state.⁸

Theoretically, this decentralization is expected to produce two tangible benefits, namely: first, encouraging increased participation, initiative and community creativity in development, and encouraging equitable distribution of resources and potential available in each region. Second, improve the allocation of productive resources through shifting the role of public decision-making to the lowest level of government that has the most complete information.⁹

In the division of government affairs, it is classified based on absolute government affairs, concurrent government affairs, and general government affairs. 1. Absolute government affairs shall be the affairs of government which are wholly the authority of the central government; 2. Concurrent government affairs shall mean government affairs divided between the central government and provincial governments and district/city governments, concurrent government affairs handed over to the regions become the basis for the implementation of regional autonomy; 3. General government affairs shall mean government affairs which are the authority of the President as Head of Government.

Specifically related to the division of central government affairs with local government in the field of education. In Article 12 paragraph (1) of Law No. 23 of 2014, it is stated that education is one of the mandatory government affairs, related to basic services, namely public services to meet the basic needs of citizens. The authority (here referred to as affairs) for the management of education regulated in this new law has undergone changes, both regarding the authority of the Government, Provincial Authority and District / City Authority.

Based on Article 9 of Law Number 23 of 2014 concerning Regional Government, education is a concurrent government affair, namely government affairs that are divided between the central and regional governments. This means that the authority of education affairs is not only the responsibility of the central government, but also local governments. That means, education problems that occur in the regions can be solved through local governments.

⁷ Dalam Penjelasan Pasal 18 UUD 1945 lama, yang disebut dengan satuan masyarakat hukum adat disebut dengan *zelfbesturende landschappen* dan *volksgemeenschappen* seperti desa di Jawa dan Bali, Nagari di Minangkabau, Dusun dan Marga di Palembang, Gampong di Aceh dan sebagainya, daerah-daerah itu mempunyai susunan asli dan oleh karenanya dapat dianggap sebagai daerah yang bersifat istimewa.

⁸ Josef Riwu Kaho yang berpendapat sebelum adanya amandemen Pasal 18 UUD 1945, yang menyimpulkan Pasal 18 UUD 1945 beserta penjelasannya: Negara Republik Indonesia berdasarkan UUD 1945 menempatkan pemerintah daerah sebagai (subsistem) bagian dari sistem pemerintahan Indonesia, Lihat Josef Riwu Kaho, *Analisa Hubungan Pemerintah Pusat dan Daerah di Indonesia*, Jakarta: Rineka Cipta, hlm. 6.

⁹ Mardiasmo, *Otonomi dan Manajemen Keuangan Daerah*, Yogyakarta: Andi, 2004, hlm. 6.

Educational authorities or affairs that are the responsibility of local governments include early childhood education, non-formal education, primary education, and secondary education. In the annex to Law Number 23 of 2014 concerning Regional Government, there are six things that are divided into authority in the field of education. The six things are education management, curriculum, accreditation, educators and education personnel, educational licensing, and language and literature. Especially for accreditation, the authority only exists in the central government.

The annex to Law Number 23 of 2014 concerning Regional Government states that there are six sub-affairs of government in the field of education that divide the authority between the central government and local governments. Especially for higher education, the authority exists entirely in the central government. Meanwhile, for matters of secondary, primary, early childhood, special education, and non-formal education, the authority of education management is in the provincial and district/city governments. Based on this, it can be understood that the existence of universities/institutes in Aceh is the authority of the central government and is not part of the privileges or specificities of Aceh.

The provisions of Article 3 paragraph (1) of Law Number 44 of 1999 explain that privilege is a recognition of the Indonesian nation given to the regions because of the struggle and the essential values of society that have been maintained for generations as a spiritual, moral, and humanitarian foundation. Furthermore, the Fourth Section on the Implementation of Education, Article 8 paragraph (1) states that Education in the Regions is organized in accordance with the National Education System. Paragraph (2) The region develops and regulates various types, pathways, and levels of education and adds local content material in accordance with Islamic law. Furthermore, paragraph (3) of the Region develops and regulates Islamic Religious Education Institutions for its adherents in various types, pathways, and levels of education.

Referring to Article 3 of Law No. 44 of 1999 that education providers in Aceh still refer to the national education system, even though the development and regulation is related to the development of local content materials or curricula based on or in accordance with Islamic law. Furthermore, Aceh can also develop and regulate Islamic educational institutions in various types, pathways and levels of education.

Furthermore, almost the same thing in Law No. 11 of 2006 (UUPA) confirms that the Aceh education system remains part of the national education system, but can include Islamic values based on the Qur'an and Hadith and Acehese local wisdom which includes Acehese socio-cultural values. Article 216 of the UUPA paragraphs (1) and (2) states that "(1) Every resident of Aceh has the right to receive a quality and Islamic education in line with the development of science and technology. (2) Education as referred to in paragraph (1), shall be conducted based on the principles of democracy and justice by upholding human rights, Islamic values, culture, and the plurality of nations."

UUPA mentions several characteristics of Aceh education, namely the existence of dayah education, improving the function of the Regional Education Council (MPD), and the establishment of Aceh's core curriculum. To fulfill the mandate of this UUPA, Article 15 paragraph (2) of Qanun Number 5 of 2008 authorizes the Aceh Government and district/city governments to jointly implement Aceh's privileges in the field of quality education and add local content in accordance with Islamic law. Based on this regulation,

Aceh's speciality in education can be understood as the integration of Islamic law which contains Islamic values in the Aceh education system.

Juridically in Law Number 44 of 1999 concerning the Implementation of Aceh Privileges. Furthermore, Law Number 44 of 1999 affirmed that "... Regions develop and regulate various types, pathways and levels of education as well as add local content materials in accordance with Islamic law" this provision provides instructions that the implementation of education in Aceh is legalized by the Law to carry out aspects of special education owned by Aceh's local content treasures that are full of Islamic values, such as education on cultural values of Islamic traditions, to be studied and developed mainly through educational channels Formal.

Each region has a variety of regional languages, regional art excellence, traditional sports forms, and all human works at the regional level, it needs to be organized, selected, created, and revitalized in learning, so that teachers and students are more proud of their own culture, and still have a strong identity, in this regard, districts/cities can arrange their own qanun for this diversity and diversity.

Article 19 paragraph (1) letter d Qanun Aceh Number 9 of 2015 concerning the Implementation of Education states that "the Aceh government has the authority to compile an Islamic Aceh curriculum for the ECCE, Basic and Secondary Education, and Special Education levels". Following up on this determination, the Aceh government has issued Governor Regulation Number 7 of 2022 concerning the Aceh local content curriculum at Menengah Atas Schools and Vocational Menengah Schools, which was established on March 22, 2022/19 Syawal 1443 H. This Governor's Regulation was made in the context of concurrent implementation given by Law Number 23 of 2014 where the province has the authority to determine the curriculum of secondary education local content materials and educational local content materials special. Furthermore, this Governor Regulation is also a combination of authority that has been regulated in Article 19 and Article 44 paragraph (3) of Qanun Aceh Number 11 of 2014 as amended by Qanun Aceh Number 9 of 2015, in the implementation .

Nowadays, with many changes in the rule of law, the juridical basis for the formation of the UUPA, so that the rule of law has implications for the principle of the Lex Posteriori Derogat Legi Priori Principle. In addition, in carrying out UUPA is qanun whose position is the same as Regional Regulations (Perda), this also has implications for the principle of Lex Superior Derogat Legi Inferiori. This means whether Aceh can still be carried out in accordance with the principle of the Lex Speciali Derogat Legi General Principle mandated in the UUPA. This is interesting to study because of several Constitutional Court rulings that castrate the specificity of Aceh. In addition, the Constitutional Court also canceled Article 67 paragraph (2) letter g of the UUPA regarding former prisoners who were sentenced to a minimum of 5 (five) years, in this case the Constitutional Court held that former prisoners who wanted to participate in the Aceh regional elections were

interpreted as conditional as long as they announced to the public as applicable in other provinces.¹⁰

The birth of various new regulations governing regional autonomy or local government in Indonesia, also influenced the implementation of special autonomy in Aceh, so that a debate arose about the current status of Aceh whether Aceh is still referred to as a special autonomy region? Or a special region? Or special and special regions? Or special and/or special regions? This question then arises and is debated in the implementation and preparation of various regional regulations in Aceh. In addition, there is a Constitutional Court Decision (PMK) which in its consideration also sees that everything regulated in the UUPA is not part of the specificity, especially in the field of government.

3. Conclusion

The implementation of Aceh's privileges in the field of education normatively has been regulated in various qanuns in Aceh, but in its implementation it is still not running optimally. In fact, in these various qanuns, it is clear that Aceh's privileges in the field of education are contained, which will actually benefit the people of Aceh if its implementation is implemented optimally.

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¹⁰ Putusan Mahkamah Konstitusi Nomor : 51/PUU-XIV/2016.